



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4027 N. 45th Ave., Phoenix, AZ 85031

Liberty Traditional Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Underperforming
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Bonnie K Knauel
Schedule : 07:00 AM to 04:31 PM
Grades : K-8
2005 Enrollment : 405
Web Address : her-lib.org/liberty
Phone Number : (602) 442-8791
Fax Number : (602) 353-9270
E-mail : bknauel@msn.com

Mission

Liberty Traditional seeks to provide a quality learning environment. We seek to empower student thinking to improve success in academics and social skills. Academic Goals: Phonics Reading skills; solid math skills for rapid progress; and hands-on science learning.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not Met
2002-03 Met

School Improvement Status (b)

2004-05 SI Year 2
2003-04 Year 2
2002-03 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will develop math skills at grade level or beyond in all areas of problem solving. Math will be taught in all grade levels from Kindergarten to 8th grade Algebra.
- ü Students will successfully learn quality reading skills (Spalding Program) with intensive phonics. Starting in Kinder., students will become independent readers by the end of the 3rd grade. They will be reading to learn instead of learning to read.
- ü Students will develop technology skills at all grade levels preparing them for future occupations.

Enrollment

October 1, 2004 School Year Student Enrollment : 371
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 345

Instructional Programs

- ü Reading--A Total Language Arts Program
- ü Phonics Reading Instruction/Spelling
- ü Writing/Comprehension
- ü Limited Class Size/Close Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Liberty Traditional believes that they have a responsibility to the parent to provide each child with a quality education. This entails not only quality classroom instruction but includes frequent in-home contacts. This may take the form of written comments and/or frequent phone contacts, as well as structured parent-teacher conferences. Liberty is offering tutoring to our ELL and Resource students during an extended school day.

Parents

Liberty believes that the best possible education of any child begins at home. Teachers need and desire the input, support and close involvement of parents. Quality education involves parent, teachers, and students working as a team.

Transportation Policy

Liberty Traditional School does provide transportation. Currently there are seven buses transporting 300 students. Availability depends on the home location and space on the buses. This is a first-come, first-served situation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 5th grade students-59% met or exceeded AIMS in writing	2005
ü 5th grade students-51% met or exceeded AIMS in math	2005
ü Gave 52 Food Baskets to Needy Families	2005
ü Three Students Qualified to State Chess Finals	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	79306	98	100	99	417	417	445	15	15	10	38	38	18	47	47	51	0	0	20
All Students (Prior Year)	49	49	75509	100	100	100	498	498	521	24	24	13	26	26	23	32	32	33	18	18	31
Female	23	23	38691	96	100	99	415	415	446	14	14	10	38	38	18	48	48	52	0	0	20
Male	16	16	40583	94	94	99	420	420	445	15	15	11	38	38	18	46	46	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	29	29	32869	100	100	99	422	422	429	8	8	15	42	42	25	50	50	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	37	37	69060	95	97	98	415	415	454	16	16	7	39	39	17	45	45	54	0	0	22
Limited English Proficient Students	12	12	15509	100	100	100	415	415	406	8	8	20	50	50	30	42	42	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	27	27	39415	84	87	96	414	414	431	12	12	15	46	46	25	42	42	50	0	0	10
Non-Economically Disadvantaged	13	13	39966	100	100	100	426	426	459	25	25	6	13	13	12	63	63	52	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	79395	100	0	99	411	411	446	26	26	9	34	34	25	37	37	55	3	3	11
All Students (Prior Year)	48	48	75492	98	98	100	504	504	519	19	19	12	22	22	16	46	46	47	14	14	24
Female	24	24	38743	100	0	100	411	411	451	36	36	7	23	23	24	36	36	57	5	5	12
Male	16	16	40618	94	0	99	412	412	440	8	8	11	54	54	27	38	38	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	29	29	32915	100	0	99	416	416	426	21	21	15	29	29	35	50	50	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	38	38	69139	97	0	99	410	410	454	28	28	7	31	31	24	38	38	58	3	3	11
Limited English Proficient Students	12	12	15545	100	0	100	397	397	399	33	33	21	33	33	42	33	33	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	28	28	39484	88	0	96	411	411	429	22	22	14	33	33	35	41	41	47	4	4	4
Non-Economically Disadvantaged	13	13	39986	100	0	100	411	411	461	38	38	4	38	38	16	25	25	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	78869	98	100	99	430	430	442	3	3	6	29	29	21	69	69	63	0	0	10
All Students (Prior Year)	49	49	75053	100	100	99	551	551	597	14	14	7	24	24	12	57	57	72	5	5	9
Female	24	24	38536	100	100	99	433	433	458	5	5	4	18	18	15	77	77	67	0	0	14
Male	15	15	40302	88	88	99	426	426	428	0	0	8	46	46	26	54	54	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	28	28	32606	97	100	98	446	446	426	0	0	8	21	21	27	79	79	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	37	37	68697	95	97	98	427	427	454	3	3	4	28	28	18	69	69	67	0	0	11
Limited English Proficient Students	12	12	15339	100	100	100	444	444	399	0	0	11	17	17	31	83	83	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	28	28	39106	88	90	95	430	430	427	4	4	8	26	26	28	70	70	59	0	0	5
Non-Economically Disadvantaged	12	12	39837	100	100	100	431	431	457	0	0	4	38	38	14	63	63	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78906	97	97	99	484	484	498	14	14	13	33	33	19	44	44	48	8	8	20
All Students (Prior Year)	38	38	76019	100	100	100	462	462	499	25	25	14	63	63	39	6	6	14	6	6	33
Female	21	21	38644	100	100	99	487	487	500	5	5	12	35	35	19	55	55	49	5	5	19
Male	17	17	40236	94	94	99	480	480	497	25	25	15	31	31	19	31	31	46	13	13	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	34	34	31938	100	100	99	486	486	481	16	16	19	28	28	25	47	47	46	9	9	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	35	35	68310	95	95	98	484	484	509	15	15	9	33	33	18	42	42	51	9	9	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	29	29	38679	100	100	96	486	486	483	14	14	20	32	32	25	43	43	45	11	11	10
Non-Economically Disadvantaged	10	10	40295	100	100	100	477	477	513	13	13	7	38	38	13	50	50	50	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78908	97	0	99	463	463	484	14	14	10	44	44	23	36	36	58	6	6	9
All Students (Prior Year)	38	38	76020	100	100	100	487	487	503	47	47	25	35	35	23	15	15	40	3	3	12
Female	21	21	38648	100	0	99	465	465	489	15	15	8	40	40	22	40	40	61	5	5	10
Male	17	17	40233	94	0	99	461	461	479	13	13	12	50	50	25	31	31	55	6	6	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	34	34	31940	100	0	99	460	460	465	16	16	16	44	44	32	38	38	49	3	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	35	35	68312	95	0	98	466	466	493	15	15	7	39	39	21	39	39	62	6	6	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	29	29	38662	100	0	96	466	466	468	11	11	16	43	43	32	39	39	49	7	7	3
Non-Economically Disadvantaged	10	10	40315	100	0	100	456	456	498	25	25	5	50	50	15	25	25	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78750	97	97	99	493	493	500	8	8	6	31	31	29	61	61	63	0	0	2
All Students (Prior Year)	38	38	75673	100	100	100	457	457	530	29	29	12	38	38	25	32	32	58	0	0	4
Female	21	21	38586	100	100	99	503	503	515	5	5	4	30	30	22	65	65	71	0	0	3
Male	17	17	40135	94	94	99	482	482	486	13	13	8	31	31	35	56	56	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	34	34	31841	100	100	99	489	489	483	9	9	8	34	34	36	56	56	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	35	35	68196	95	95	98	495	495	513	9	9	3	27	27	25	64	64	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	29	29	38558	100	100	96	496	496	485	7	7	8	29	29	37	64	64	54	0	0	1
Non-Economically Disadvantaged	10	10	40260	100	100	100	486	486	514	13	13	3	38	38	21	50	50	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78250	95	95	99	523	523	548	24	24	21	47	47	18	29	29	48	0	0	13
All Students (Prior Year)	25	25	75001	100	100	99	426	426	468	76	76	37	24	24	36	0	0	16	0	0	10
Female	11	11	38071	92	92	99	519	519	549	30	30	20	40	40	19	30	30	49	0	0	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	10	10	29129	100	100	99	514	514	527	30	30	32	50	50	23	20	20	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	15	15	68996	94	94	99	520	520	561	21	21	16	50	50	18	29	29	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	17	17	44937	94	94	100	524	524	561	25	25	13	44	44	15	31	31	54	0	0	18

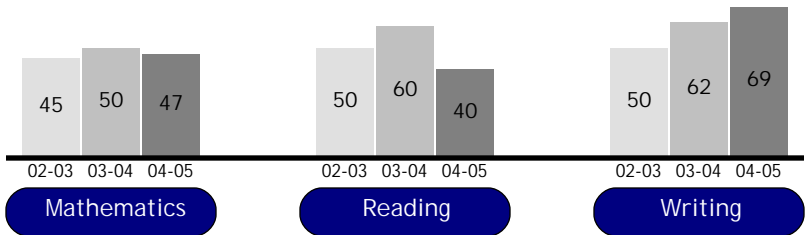
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78302	95	0	99	483	483	512	18	18	11	59	59	25	24	24	57	0	0	7
All Students (Prior Year)	25	25	74918	100	100	99	467	467	497	60	60	32	15	15	19	25	25	35	0	0	15
Female	11	11	38082	92	0	99	485	485	518	10	10	8	70	70	24	20	20	61	0	0	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	10	10	29152	100	0	99	492	492	492	10	10	17	60	60	34	30	30	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	15	15	69024	94	0	99	485	485	524	14	14	7	64	64	23	21	21	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	17	17	44979	94	0	100	485	485	525	13	13	6	63	63	18	25	25	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78094	95	95	99	532	532	545	0	0	3	29	29	18	71	71	77	0	0	2
All Students (Prior Year)	25	25	74503	100	100	99	454	454	491	6	6	9	56	56	32	33	33	51	6	6	8
Female	11	11	38025	92	92	99	540	540	558	0	0	2	30	30	13	70	70	82	0	0	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	10	10	29068	100	100	99	544	544	523	0	0	5	30	30	27	70	70	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	15	15	68892	94	94	98	543	543	559	0	0	2	21	21	14	79	79	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	17	17	44871	94	94	100	531	531	559	0	0	2	31	31	12	69	69	84	0	0	3

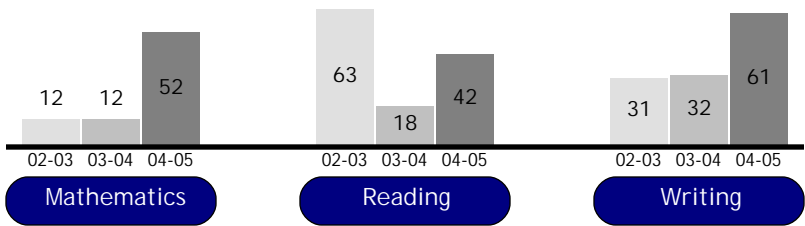
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

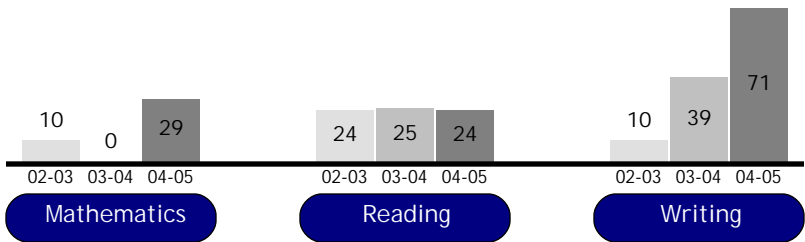
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	33	33	50	74	35	NA	58	100	37	37	47
	Language	100	20	20	43	94	19	19	50	100	31	31	47
	Mathematics	100	39	39	57	94	27	27	64	98	34	34	50
3	Reading	96	24	24	47	92	32	NA	55	100	26	26	44
	Language	96	37	37	54	94	41	41	61	100	28	28	44
	Mathematics	96	35	35	54	96	36	36	61	98	38	38	51
4	Reading	95	32	32	52	93	30	NA	56	100	37	37	48
	Language	100	29	29	48	98	33	33	52	100	40	40	49
	Mathematics	95	43	43	57	98	37	37	61	100	37	37	53
5	Reading	94	32	32	50	92	28	NA	55	100	36	36	50
	Language	100	32	32	46	100	25	25	49	100	40	40	50
	Mathematics	100	41	41	57	100	40	40	63	100	40	40	49
6	Reading	100	32	32	53	92	30	NA	56	100	48	48	51
	Language	100	24	24	45	96	28	28	48	100	30	30	47
	Mathematics	100	39	39	62	96	43	43	66	100	35	35	52
7	Reading	100	26	26	51	95	23	NA	54	100	37	37	50
	Language	100	30	30	54	100	23	23	58	100	38	38	52
	Mathematics	100	32	32	58	100	34	34	62	100	37	37	50
8	Reading	100	31	31	53	96	29	NA	55	95	38	38	51
	Language	100	20	20	49	96	21	21	52	95	37	37	50
	Mathematics	100	28	28	58	96	33	33	61	95	38	38	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Respond to School Needs with Advice
- Ü Help Develop a Vision for the Future
- Ü Listen to and Give Input to Key Issues
- Ü Organize Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	4	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 24 Computers in a Lab, Internet Access
- Ü Physical Education in an inside gym
- Ü In-school Library & Choral Program
- Ü Intramural activities

Extracurricular Activities

- Ü Youth Sports, Soccer, Basketball, etc.
- Ü Grade level Choirs
- Ü Chess Club and Interschool Comp.
- Ü Yearbook Club
- Ü Community Clean-up
- Ü Technology Club
- Ü After School Tutoring and Homework Class

Social Services

- Ü Holiday Donations, Food Baskets
- Ü ELL Classes
- Ü Fund Raising Activities
- Ü Technolgy Classes
- Ü Gift Donations for Student Incentives
- Ü Health and Fitness Classes
- Ü Litter Clean Up, Community Residents

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sports program in a charter school league, includes Flag Football and Volleyball-fall sports, Basketball-winter sport, and Soccer-spring sport. Our students are encouraged to participate however we do not forget our major goal which is our academics.
- ü We have seen impressive reading improvement through our structured phonics instruction. Some students have improved up to two grade levels in one year.
- ü Liberty will be able to offer technology classes to staff and community members. Learning the basic skills on the computer will be a lifelong accomplishment and a useful tool in vocational placement. We will have on-line classes through ASSET.
- ü Liberty will offer ELL classes to our community, helping parents to understand the Spalding Reading program, and increase English language skills at the same time.
A tutoring program will be offered as an afterschool program.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	79	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We promote a safe and orderly environment by teaching self-responsibility and respect for others. We believe in promoting a team atmosphere where all can succeed. Parents are contacted immediately if any issues arise.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mrs. Knauel	(602) 442-8791
Transportation Policy	Mr. Carroll	(602) 442-8791
Community Resources	Mr. Robinson	(623) 297-0467
School Nutrition Programs	Mrs. Knauel and Mrs. Felix	(602) 442-8791
Parent Organization	Mr. Wassmer	(602) 442-8791
Student Health/Nurse	Mrs. Yancy	(602) 442-8879

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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